

English in Multilingualism



In order to assist groups who would like to facilitate their own Summit on the Future of the TESOL Profession, TESOL International Association would like to provide the following “ready to use” theme-based session outlines. A simple workshop plan might run as follows:

1. Share the theme, brief definition, and starter questions with your group (5 minutes)
2. View the Guiding Principle Presentations (45 minutes)
3. Facilitate round table discussions (60 minutes)
4. View the Session Summary and Q&A (65 minutes)
5. Send feedback to TESOL International Association (per your feedback)

Feel free to start and stop the videos to engage in your own facilitated conversations. It will take roughly 3 hours and 15 minutes to get through this theme.

1. English in Multilingualism

English has an image as the ruling language that may eradicate linguistic diversity. Yet the TESOL profession, in its mission to teach English, must embrace the opportunity to simultaneously support multilingualism.

- How can the multilingualism of students of English and TESOL professionals (particularly nonnative-English-speaking teachers) be recognized as an asset in advocacy, innovation, policy, and practice?
- How can linguistic diversity be leveraged while teaching English, and what best practices allow teachers to incorporate the languages of their students into their daily professional practices?
- How can TESOL inquiry and reflection strengthen multilingual policies?

2. View the Guiding Principle Presentations

Middle of the page:

<http://www.tesol.org/summit-2017/themes/english-in-multiculturalism-recorded-sessions>

3. Facilitate round table discussions

Here are the English in Multilingualism questions that we asked of the Summit Delegates in Athens:

- What are your initial thoughts and reactions to these presentations?
- Policy makers may argue that teaching in both the native languages and English is too costly. How can we reduce costs for teacher training and instructional materials to cultivate multilingualism?
- How can classroom activities influence attitudes to all the languages in a multilingual society?

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- What can TESOL professionals (e.g. policy makers, textbook writers, language testers, etc.) do to encourage multilingualism?
- What are some practical ways for English teachers to support multilingual attitudes and abilities, if “English only” policies may be in place?

Choose trusted colleagues to facilitate these round table discussions. We recommend groups of 6 people, one facilitator, and one note-taker. Sit these groups of 8 at round tables to maximize conversations.

4. View the Session Summary and Q&A

End of the page:

<http://www.tesol.org/summit-2017/themes/english-in-multiculturalism-recorded-sessions>

5. Send feedback to TESOL International Association

Please share your English in Multilingualism feedback here:

<https://tesolorg.wufoo.com/forms/z12wncxs0il2hst/>

Sections at this link are organized by the round table discussion questions. Feel free to share the notes you have taken under each question. There is also a place to add any additional comments/feedback.

In order for TESOL International Association to capture your content, please complete this short questionnaire by 30 September 2017.